

MEMMINGER ELEMENTARY

20 Beaufain St.
Charleston, South Carolina 29401

GRADES PK-6 Elementary School

ENROLLMENT 360 Students

PRINCIPAL Elisabeth Ann Oplinger 843-724-7778

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	41	42	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

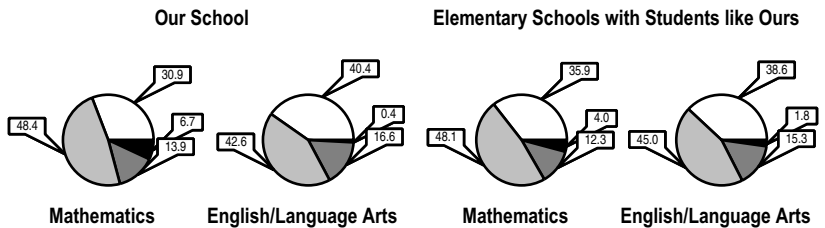
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	41	36
Percent satisfied with learning environment	96.8%	80.0%	75.0%
Percent satisfied with social and physical environment	93.8%	85.0%	82.4%
Percent satisfied with home-school relations	77.4%	85.4%	82.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	242	100.0	40.4	42.6	16.6	0.4	17.0	17.6
Gender								
Male	124	100.0	51.9	39.8	8.3	N/A	8.3	17.6
Female	118	100.0	29.6	45.2	24.3	0.9	25.2	17.6
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	241	100.0	40.5	42.3	16.7	0.5	17.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	184	100.0	35.1	43.5	20.8	0.6	21.4	17.6
Disabled	58	100.0	56.4	40.0	3.6	N/A	3.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	242	100.0	40.7	42.1	16.7	0.5	17.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	242	100.0	40.7	42.1	16.7	0.5	17.2	17.6
Socio-Economic Status								
Subsidized meals	228	100.0	42.5	42.5	15.0	N/A	15.0	17.6
Full-pay meals	14	100.0	12.5	43.8	37.5	6.3	43.8	17.6

Mathematics								
All students	242	100.0	30.9	48.4	13.9	6.7	20.6	15.5
Gender								
Male	124	100.0	38.9	47.2	12.0	1.9	13.9	15.5
Female	118	100.0	23.5	49.6	15.7	11.3	27.0	15.5
Racial/Ethnic Group								
White	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	241	100.0	31.1	48.2	14.0	6.8	20.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	184	100.0	23.8	51.2	16.1	8.9	25.0	15.5
Disabled	58	100.0	52.7	40.0	7.3	N/A	7.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	242	100.0	31.2	48.0	14.0	6.8	20.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	242	100.0	31.2	48.0	14.0	6.8	20.8	15.5
Socio-Economic Status								
Subsidized meals	228	100.0	32.9	47.3	14.0	5.8	19.8	15.5
Full-pay meals	14	100.0	6.3	62.5	12.5	18.8	31.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	56	N/A	19.6	42.9	37.5	N/A	37.5
	Grade 4	71	N/A	18.8	58.0	23.2	N/A	23.2
	Grade 5	55	N/A	55.6	38.9	5.6	N/A	5.6
	Grade 6	40	N/A	30.0	55.0	15.0	N/A	15.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	18.2	47.3	32.7	1.8	34.5
	Grade 4	63	100.0	24.1	48.1	27.8	N/A	27.8
	Grade 5	71	100.0	59.7	38.8	1.5	N/A	1.5
	Grade 6	49	100.0	57.4	36.2	6.4	N/A	6.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	56	N/A	19.6	50.0	21.4	8.9	30.4
	Grade 4	71	N/A	24.6	49.3	17.4	8.7	26.1
	Grade 5	55	N/A	51.9	25.9	20.4	1.9	22.2
	Grade 6	40	N/A	32.5	52.5	12.5	2.5	15.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	10.9	54.5	23.6	10.9	34.5
	Grade 4	63	100.0	11.1	59.3	18.5	11.1	29.6
	Grade 5	71	100.0	50.7	44.8	3.0	1.5	4.5
	Grade 6	49	100.0	48.9	34.0	12.8	4.3	17.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 360)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	95.5%	Down from 96.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.9%	Up from 10.6%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.0%	Down from 15.1%	7.3%	8.0%
Older than usual for grade	17.5%	Up from 0.8%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	61.1%	Up from 57.1%	46.7%	50.0%
Continuing contract teachers	80.6%	Up from 74.3%	77.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.0%	Down from 85.9%	79.6%	86.2%
Teacher attendance rate	95.8%	Down from 95.9%	95.1%	95.3%
Average teacher salary	\$39,838	Up 2.3%	\$38,063	\$39,909
Prof. development days/teacher	13.5 days	Down from 14.7 days	12.7 days	11.4 days

School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio	17.1 to 1	Down from 17.4 to 1	17.0 to 1	18.9 to 1
Prime instructional time	89.8%	Down from 90.5%	88.8%	89.7%
Dollars spent per pupil*	\$6,604	Up 0.2%	\$6,847	\$5,892
Percent spent on teacher salaries*	63.9%	Up from 60.8%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate our children. We have supportive parents, strong mentor and volunteer programs, and excellent community support.

Memminger has just completed the first year of a three-year Comprehensive School Reform Demonstration Grant that provides training and materials for Renaissance Learning and early literacy. The South Carolina Reading Initiative has provided strategies to enhance reading and writing in the classrooms. Our Project ARTISTIC has created opportunities for arts infusion into the classrooms through artists-in-residence, Suzuki strings, band, and teacher training.

Our greatest challenge has been closing the gap between primary and elementary student achievement. We have provided additional tutoring during school for those students who are most at-risk and have collaborated well with the Wings after school program to meet the individual needs of our students. We have also successfully implemented looping to allow our students to remain with their teachers for more than one year.

Memminger will use the Accelerated Schools Project and support from the College of Charleston to guide efforts to continuously improve the learning environment for our students. We hope you find this information helpful.

Ann Oplinger, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.